

## McCloskey Executive Functions Scale (MEFS) – School Age Teacher Form

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Please provide the following information:

Name of Student Being Rated \_\_\_\_\_ Gender \_\_\_\_ Age \_\_\_\_ Grade \_\_\_\_

Birth Date of Student Being Rated \_\_\_\_/\_\_\_\_/\_\_\_\_ Today's Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Your Name \_\_\_\_\_ Classes/Subjects Taught \_\_\_\_\_

How long have you known this student? \_\_\_\_\_

**INSTRUCTIONS**

For each statement below, think about the student and circle the option that best describes this student:

5	AA	Always or almost always does this on his or her own. Does not need to be prompted or reminded (cued) to do it.
4	F	Frequently does this on own without prompting
3	S	Seldom does this on own without being prompted, reminded, or cued to do so.
2	AP	Does this only after being prompted, reminded, or cued to do it.
1	DA	Only does it with direct assistance. Requires much more than a simple prompt or cue to be able to get it done in situations that require it.
0	UA	Unable to do this, even when direct assistance is provided.

<b>BECOMING AWARE</b>						
Knows what he or she should be doing for school tasks and knows when to do it.	AA	F	S	AP	DA	UA
Makes eye contact with, listens to, and touches others in an appropriate way in social situations.	AA	F	S	AP	DA	UA
Is aware of own feelings thoughts and actions. (Says things that reflect an awareness of feelings they may be experiencing, thoughts they may be having, or things they are doing.)	AA	F	S	AP	DA	UA
<b>FOCUSING ATTENTION</b>						
Focuses attention on school tasks.	AA	F	S	AP	DA	UA
Focuses attention on others in social situations.	AA	F	S	AP	DA	UA
Focuses attention on own actions.	AA	F	S	AP	DA	UA
<b>SUSTAINING ATTENTION</b>						
Sustains attention for school tasks until a task is completed.	AA	F	S	AP	DA	UA
Sustains attention to others in social situations.	AA	F	S	AP	DA	UA
Sustains attention to own actions.	AA	F	S	AP	DA	UA
<b>INITIATING</b>						
Starts school work.	AA	F	S	AP	DA	UA
Initiates socially appropriate interactions with other students.	AA	F	S	AP	DA	UA
Does self-care tasks.	AA	F	S	AP	DA	UA
<b>GETTING ENERGIZED FOR / PUTTING EFFORT INTO</b>						
Puts adequate energy into, school tasks.	AA	F	S	AP	DA	UA
Puts adequate energy into, interacting with others.	AA	F	S	AP	DA	UA
Puts adequate energy into, taking care of self.	AA	F	S	AP	DA	UA

<b>INHIBITING</b>						
Waits for turn.	AA	F	S	AP	DA	UA
Considers the consequences before saying or doing things he or she may regret.	AA	F	S	AP	DA	UA
Refrains from acts of physical aggression.	AA	F	S	AP	DA	UA
Does not make inappropriate or thoughtless comments (for example, name-calling, insulting, inappropriately tattling on others).	AA	F	S	AP	DA	UA
Controls emotional reactions well in frustrating situations.	AA	F	S	AP	DA	UA
Maintains emotional control when doing challenging school work.	AA	F	S	AP	DA	UA
Maintains emotional control when disagreeing with others.	AA	F	S	AP	DA	UA
<b>STOPPING</b>						
Knows when to stop talking about a single topic.	AA	F	S	AP	DA	UA
Stops playing a game or stops doing something that is fun when asked to do so.	AA	F	S	AP	DA	UA
Stops doing things that annoy others when asked to do so.	AA	F	S	AP	DA	UA
Stops doing harmful or bothersome things to self (picking at skin, biting nails, etc) when asked to do so.	AA	F	S	AP	DA	UA
Stops negatively feeling or thinking the same way about himself or herself.	AA	F	S	AP	DA	UA
<b>PAUSE &amp; CONTINUE</b>						
Returns to a school task after a brief pause.	AA	F	S	AP	DA	UA
Pauses to listen to what another person has to say during conversations.	AA	F	S	AP	DA	UA
Returns to what they were thinking about or doing after a brief pause.	AA	F	S	AP	DA	UA
<b>FLEXIBLY ENGAGING</b>						
Willing to try a different way to do school tasks when he or she gets stuck.	AA	F	S	AP	DA	UA
Accepts a good idea when it is what most others in a group want to do.	AA	F	S	AP	DA	UA
Accepts the need to think about or feel differently about himself or herself when the way he or she is thinking or feeling is not working out well.	AA	F	S	AP	DA	UA
Accepts changes in school work or school routines without getting upset about it.	AA	F	S	AP	DA	UA
Accepts changes in a person he or she knows or to accept unfamiliar persons without getting upset.	AA	F	S	AP	DA	UA
Accepts when it is necessary to change personal habits because they are causing difficulties.	AA	F	S	AP	DA	UA
<b>SHIFTING</b>						
Moves from one school task to another without difficulty.	AA	F	S	AP	DA	UA
Changes from one activity to another in social situations without difficulty.	AA	F	S	AP	DA	UA
Changes personal habits when they are causing problems.	AA	F	S	AP	DA	UA
<b>MODULATING OR ADJUSTING</b>						
Physical activity level fits the situation when doing school tasks (Not hyperactive or inactive).	AA	F	S	AP	DA	UA
Physical activity level fits the situation when working in a group (Not hyperactive or inactive).	AA	F	S	AP	DA	UA
Adjusts physical activity level when working alone so as not to be hyperactive or inactive.	AA	F	S	AP	DA	UA
Emotional response fits the situation when working on school tasks (Doesn't overreact or underact).	AA	F	S	AP	DA	UA
Emotional response fits the situation when interacting with others (Doesn't overreact or underact).	AA	F	S	AP	DA	UA
Avoids being overstimulated or understimulated by sights, sounds, or touches.	AA	F	S	AP	DA	UA
<b>MONITORING</b>						
Checks school work to avoid careless errors on tests and other school work.	AA	F	S	AP	DA	UA
Recognizes situations in which his or her behavior bothers or upsets others.	AA	F	S	AP	DA	UA
Checks to make sure that he or she has everything they need before leaving class or school.	AA	F	S	AP	DA	UA
Checks on his or her appearance, cleanliness and personal hygiene.	AA	F	S	AP	DA	UA

<b>CORRECTING</b>						
Corrects errors that are made in school work.	AA	F	S	AP	DA	UA
Apologizes when aware of offending others.	AA	F	S	AP	DA	UA
Changes his or her opinions about self or others that were caused by misperceptions about himself or herself or another person.	AA	F	S	AP	DA	UA
<b>BALANCING</b>						
Balances the elements of a school assignment (speed vs accuracy, quality vs quantity; general vs specific statements; depth vs breadth, etc.).	AA	F	S	AP	DA	UA
Maintains a balance in social situations (talking vs listening, sharing too much vs sharing too little; being humorous vs being serious).	AA	F	S	AP	DA	UA
Maintains a balance in his or her own activities (play vs work; time alone vs time with others; sleep vs awake).	AA	F	S	AP	DA	UA
<b>GAUGING or "SIZING UP"</b>						
Accurately estimates the difficulty of school tasks and/or tests and what it takes to complete them and/or do well with them.	AA	F	S	AP	DA	UA
Figures out how to interact appropriately in various social situations.	AA	F	S	AP	DA	UA
Figures out what it takes to maintain self-control in difficult situations.	AA	F	S	AP	DA	UA
<b>ANTICIPATING</b>						
Anticipates events at school. (for example, recognizes the need to prepare for tests or assignments; connects homework with grades, etc.).	AA	F	S	AP	DA	UA
Anticipates how what he or she says or does will affect how others feel, think or act.	AA	F	S	AP	DA	UA
Anticipates the consequences of his or her own thoughts, feeling and actions. (for example, recognizes that if he or she doesn't do a chore he or she won't be able to play with a friend and will feel disappointed about it).	AA	F	S	AP	DA	UA
<b>ESTIMATING TIME</b>						
Accurately estimates how long it will take to do something when involved with one or more school tasks.	AA	F	S	AP	DA	UA
Accurately estimates how long it will take to do something when talking to others or doing things with others.	AA	F	S	AP	DA	UA
Accurately estimates how long it will take to do something when doing things alone.	AA	F	S	AP	DA	UA
<b>ANALYZING SITUATIONS</b>						
Examines and analyzes things in more detail when doing school tasks.	AA	F	S	AP	DA	UA
Examines and analyzes in more detail what others are saying or doing in social situations.	AA	F	S	AP	DA	UA
Examines and analyzes in more detail thoughts and feelings he or she has about himself or herself or things he or she does alone.	AA	F	S	AP	DA	UA
<b>EVALUATING / COMPARING</b>						
Evaluates the quality and/or adequacy of his or her work on school tasks.	AA	F	S	AP	DA	UA
Evaluates the quality and/or adequacy of his or her social interactions.	AA	F	S	AP	DA	UA
Evaluates the quality and/or adequacy of his or her thoughts and feelings about himself or herself or about the things done when alone.	AA	F	S	AP	DA	UA
<b>GENERATING SOLUTIONS</b>						
Comes up with new ways to solve problems with school tasks.	AA	F	S	AP	DA	UA
Come up with new ideas about things to say to, or do with, others.	AA	F	S	AP	DA	UA
Comes up with new ways of thinking or feeling about himself or herself or new ways of doing things for himself or herself.	AA	F	S	AP	DA	UA

<b>MAKING ASSOCIATIONS</b>						
Sees or understands how two or more things or ideas are similar and can use that knowledge to solve a problem with school work.	AA	F	S	AP	DA	UA
Sees or understands how one social situation can be similar to another and can use that knowledge to solve a social relationship problem.	AA	F	S	AP	DA	UA
Sees or understands how two or more things he or she has done, or ideas he or she has had, are similar and can use that knowledge to solve a personal problem.	AA	F	S	AP	DA	UA
<b>ORGANIZING</b>						
Organizes school tasks.	AA	F	S	AP	DA	UA
Organizes age appropriate social activities.	AA	F	S	AP	DA	UA
Organizes his or her own thoughts and feelings.	AA	F	S	AP	DA	UA
<b>PLANNING</b>						
Makes plans for school tasks.	AA	F	S	AP	DA	UA
Makes plans for age appropriate social activities.	AA	F	S	AP	DA	UA
Makes plans for the use of his or her own time.	AA	F	S	AP	DA	UA
<b>PRIORITIZING</b>						
Orders school tasks according to their relevance, importance, or urgency.	AA	F	S	AP	DA	UA
Handles social activities according to their relevance, importance or urgency.	AA	F	S	AP	DA	UA
Orders own thoughts and feelings or personal activities according to their relevance, importance or urgency.	AA	F	S	AP	DA	UA
<b>DECISION-MAKING</b>						
Makes own decisions about what to do for school and/or when to do it.	AA	F	S	AP	DA	UA
Makes own decisions about what to do with others and/or when to do it.	AA	F	S	AP	DA	UA
Makes own decisions about what to do and when to do it when alone.	AA	F	S	AP	DA	UA
<b>SENSING TIME</b>						
Keeps track of time (e.g., realizes how much time has passed) when doing school tasks.	AA	F	S	AP	DA	UA
Keeps track of time (e.g., realizes how much time has passed) when talking to or doing things with others.	AA	F	S	AP	DA	UA
Keeps track of time (e.g., realizes how much time has passed) when working independently.	AA	F	S	AP	DA	UA
<b>PACING</b>						
Changes pace (works slower or works faster) when taking tests or doing school assignments.	AA	F	S	AP	DA	UA
Changes pace in social situations (for example, talks slower or talks faster to maintain the pace of the conversation).	AA	F	S	AP	DA	UA
Changes pace (goes slower or faster) when working independently.	AA	F	S	AP	DA	UA
<b>USING ROUTINES/COMPLETING ASSIGNMENTS (EXECUTING)</b>						
Uses well-rehearsed or practiced routines for school tasks (for example, recognizing words by sight, printing or writing letters and words, reciting basic math facts).	AA	F	S	AP	DA	UA
Uses well-rehearsed or practiced social greetings or conversation starters.	AA	F	S	AP	DA	UA
Uses well-rehearsed or practiced routines for hygiene and self-care.	AA	F	S	AP	DA	UA
Generate good ideas and gets them down on paper quickly and efficiently.	AA	F	S	AP	DA	UA
Uses routines and strategies to do well on tests.	AA	F	S	AP	DA	UA
Uses routines and strategies to get assignments and projects done.	AA	F	S	AP	DA	UA
Participates in discussions about topics that he or she knows a lot about.	AA	F	S	AP	DA	UA
Brings home all the materials need to complete homework and other school tasks.	AA	F	S	AP	DA	UA
Hands in homework, assignments or important papers when they are completed.	AA	F	S	AP	DA	UA

<b>SEQUENCING</b>						
Gets the steps in the right order when working on school tasks.	AA	F	S	AP	DA	UA
Gets the order of events right when telling stories or explaining things to others.	AA	F	S	AP	DA	UA
Gets the steps in the right order when performing personal care tasks.	AA	F	S	AP	DA	UA
<b>HOLDING and WORKING WITH INFORMATION IN MIND</b>						
Can briefly remember and work with information in mind when doing school tasks. (For example, can add 3 or more numbers without pencil and paper; can remember directions that were just given by the teacher.)	AA	F	S	AP	DA	UA
Can briefly remember and work with information in mind when talking with others. (For example, can follow and participate in a longer conversation.)	AA	F	S	AP	DA	UA
Can briefly remember and work with information in mind when doing things alone. (For example can write an essay or remember a story that was just read.)	AA	F	S	AP	DA	UA
<b>STORING and RETRIEVING</b>						
Stores and recalls specific information about school subjects no matter how questions are worded.	AA	F	S	AP	DA	UA
Stores and recalls specific information about others or about social situations.	AA	F	S	AP	DA	UA
Stores and recalls specific information about himself or herself.	AA	F	S	AP	DA	UA
Does well on tests that require recall of stored facts no matter what test format is used.	AA	F	S	AP	DA	UA
Does well in social situations that require recall of facts about others.	AA	F	S	AP	DA	UA
Does well in situations that require recall of facts about himself or herself.	AA	F	S	AP	DA	UA
<b>INSTRUCTIONS</b>						
For each statement below, think about the student and circle the option that best describes this student:						
<p>N/R Never or rarely does this.</p> <p>S Does this sometimes, but not much</p> <p>O Does this often</p> <p>VO Does this very often</p> <p>When responding to statements, keep in mind that children and adolescents vary naturally based on age. For example, six year olds are typically less capable than 10 year olds, while 10 year-olds are typically less capable than 18 year olds. When rating this student, think about this student in relation to what you think would be typical of other children of similar age, rather than of siblings who are older or younger, other children you know who are not the same age, or children in general.</p>						

<b>SELF-REALIZATION: AWARENESS OF SELF</b>				
Makes realistic comments about his or her own mental and emotional strengths and weaknesses.	N/R	S	O	VO
Makes realistic comments about his or her own physical abilities.	N/R	S	O	VO
Makes realistic comments about what he or she feels or thinks about himself or herself.	N/R	S	O	VO
<b>SELF-REALIZATION: AWARENESS OF OTHERS</b>				
Makes realistic comments about the mental and emotional strengths and weaknesses of others.	N/R	S	O	VO
Makes realistic comments about the physical abilities of others.	N/R	S	O	VO
Makes realistic comments about what he or she thinks other people feel or think about others.	N/R	S	O	VO
Makes realistic comments about what he or she thinks others feel or think about him or her.	N/R	S	O	VO
Makes realistic comments about what he or she thinks other people feel or think about themselves.	N/R	S	O	VO

<b>SELF-REALIZATION: ANALYSIS OF SELF AND OTHERS</b>				
Realistically analyzes and comments about his or her school performance.	N/R	S	O	VO
Realistically analyzes and comments about his or her ability to know what others appear to think or feel about him or her.	N/R	S	O	VO
Realistically analyzes and comments about his or her ability to manage himself or herself.	N/R	S	O	VO
<b>SELF-DETERMINATION: GOAL-SETTING</b>				
States realistic goals for schooling based on personal interests.	N/R	S	O	VO
States realistic goals for work beyond school based on personal interests.	N/R	S	O	VO
Expresses strong desires to make his or her own decisions about what to do rather than be told what to do by parents or others.	N/R	S	O	VO
<b>SELF-DETERMINATION: LONG-TERM PLANNING</b>				
States realistic plans for accomplishing long-term schooling goals.	N/R	S	O	VO
States realistic plans for accomplishing long-term work goals.	N/R	S	O	VO
States realistic plans for accomplishing social and/or personal goals.	N/R	S	O	VO
<b>SELF-GENERATION</b>				
Asks questions about the meaning or purpose of life.	N/R	S	O	VO
Asks questions about the purpose or meaning of school.	N/R	S	O	VO
Asks questions about why we exist.	N/R	S	O	VO
Asks questions about what happens to us when we die.	N/R	S	O	VO
Wants to know why things are considered right or wrong.	N/R	S	O	VO
Asks questions about the right way to treat other people.	N/R	S	O	VO

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